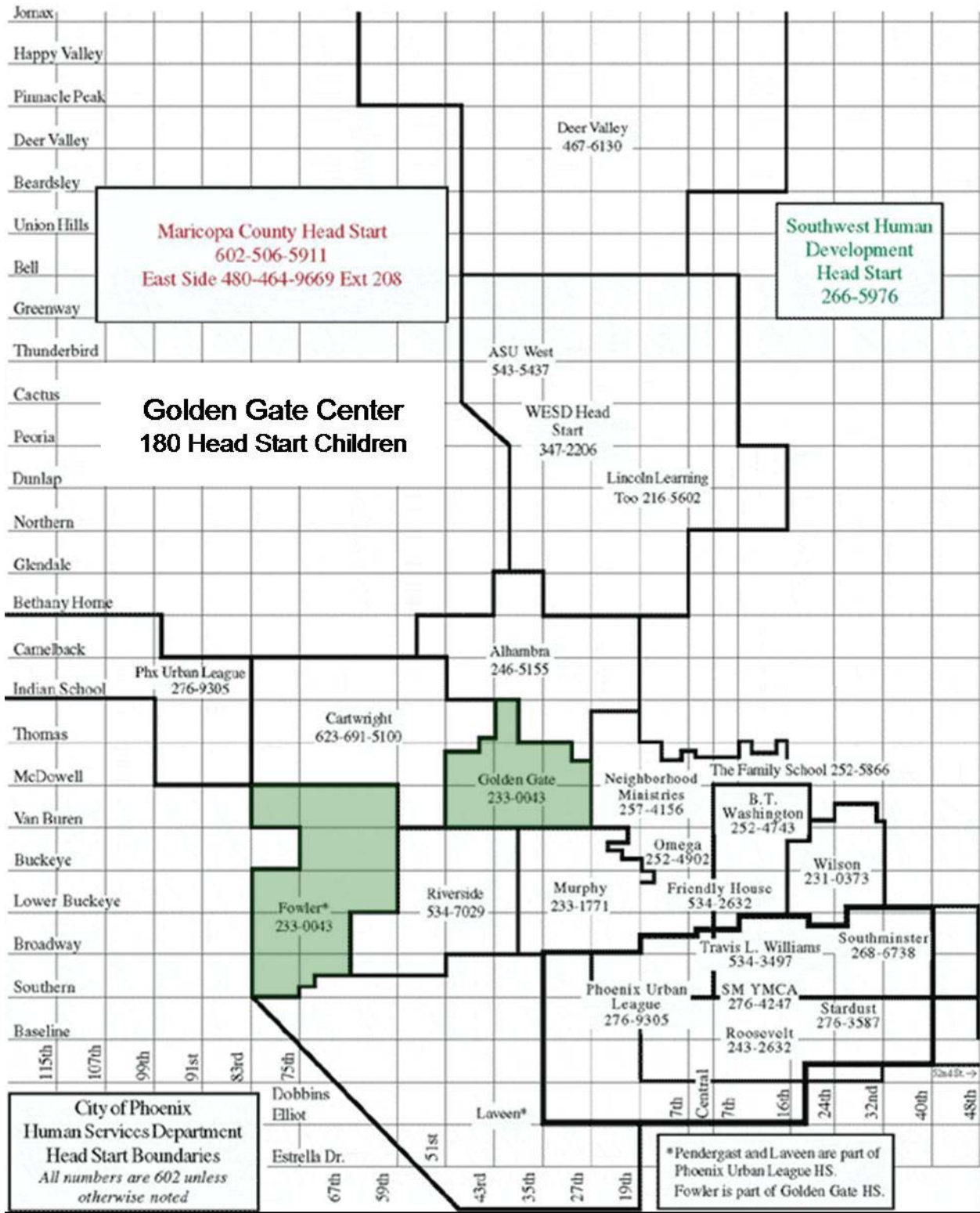


Golden Gate Community Center, Inc.

**City of Phoenix Head Start Map Showing Individual Delegate Agencies
Golden Gate Community Center, Inc.**



City of Phoenix Head Start

Program Approvals

Program Year 39 (2004-2005)

Community Assessments, Goals, Objectives, and Action Plan

Delegate Agency Name: Golden Gate Community Center, Inc.
Address: 1625 N. 39th Ave.
Phoenix, AZ 85009

APPROVED: _____ Date: _____
Board Chairperson/Executive Director

APPROVED: _____ Date: _____
Delegate Agency Director

APPROVED: _____ Date: _____
Policy Committee Chairperson

Golden Gate Community Center, Inc.
Refunding Application
Program Year 39 (2004-2005)

Mission Statement

Three mission statements guide Golden Gate Head Start programs. The mission statements of the Community Center and the Grantee are similar in their focus on empowerment of the individual and of family units, and of assisting in the development of both. The mission statement of Arizona’s Children Association blends both of these statements with a slightly different perspective:

Based on a strong commitment to the welfare of children and families, the highest priority is to provide each child with a health family environment on a permanent basis. Toward that end, the Arizona’s Children Association will provide a broad spectrum of services that foster healing and promote the emotional well being of children and families. The Arizona’s Children Association will advocate for child welfare in every venue, if necessary, to accomplish this mission.

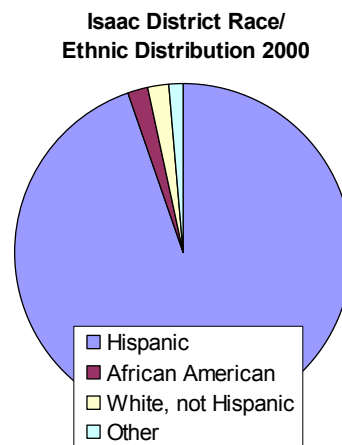
All three mission statements are compatible and leave no doubt that the total family is the focus of the work that is being done at Golden Gate Community Center/ Head Start.

Golden Gate Head Start Profile

Golden Gate Head Start serves two school districts in the southwestern section of Phoenix:

Isaac Elementary School District has one preschool, six elementary schools (K-8), two middle schools (6-8), one alternative middle school, and a magnet school for fine arts. Students from this district move on to the Phoenix Union High School District. Its 6.8 square mile attendance area is in west-central Phoenix.

The District’s new superintendent, Dr. Kent Scribner, recently presented the School Board with his 100-day report, where he focused on many challenges and areas of concern to the District. According to the 2000 census, of the adults aged 25 and older currently residing in the District, only 20.9 % have their high school diploma or GED, and 62% have limited English proficiency. Of the 8,791 students enrolled in Isaac District, 95% are Hispanic, 2% are African American, 2% are White, not Hispanic, and very small remaining percentages are divided among Native American and Asian families. (A group of families from Iraq and Pakistan recently moved into apartments across the street from the Community Center). 93% of students qualify for free lunch, up from 65% in 1990-91.



After many years of enrollment increases, the student population is now beginning to decline. The numbers of preschoolers, however, is increasing less quickly than in the past. The number of students with disabilities has also stabilized.

Two schools underperformed under the testing done for Arizona Learning; five schools underperformed under the No Child Left behind testing.

The District currently has 440 teachers. At least 60 must be replaced on a yearly basis, a relatively high turnover rate.

Key challenges for the District include:

- A safe living environment for the residents of the community
- Friendly customer service
- Revamping the organization chart
- Restoring trust between administration and individual schools

Very little new housing development is occurring within the Isaac District; some small pockets of new commercial development are emerging south of McDowell Rd. The corner of McDowell and 35th Ave. is still a focus of discussion related to what will replace a market that burned down several years ago.

A revitalization project between 31st and 35th Aves., McDowell and Palm Lane within the Isaac District is nearing completion. The area had been targeted by the City Council as a tract of manageable size that will help increase market values in the area. City actions in this program include: upkeep codes are enforced; housing is rehabilitated; multiple rental renovations take place; capital improvements occur (such as creating a loop street to cut down traffic); blight areas are eliminated. The private sector has responded with more than 20 new homes and another group of homes renovated.

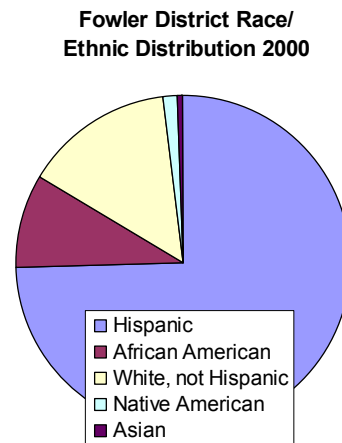
Fowler Elementary School District No. 45 was established in 1895, and is located nine miles west of downtown Phoenix. The District encompasses approximately 12 square miles.

The District currently has four elementary schools and two middle schools. At least two more schools are on the drawing boards as new construction in this district continues to have a major impact. Over 4,000 homes have been built recently, and at least 5,000 new homes will be built within the next five years. Most of these home are affordable, from \$90,000; however, one developer is considering starting a 40 acre with 4,000 sq.-ft. homes. By 2020, a total of 20,000 homes may be built, each with an average of 3.5 persons per unit. A new section of freeway—South Mountain Loop—is currently under consideration; while it may be 10 years to completion, it is already stimulating commercial development and new home construction. Current plans for commercial development in this area include a new Target Center and a Wal-Mart center. A new Sunrise Preschool recently opened. These facilities are primarily in the southern part of the district. Resources—such as medical and dental health facilities, libraries and supermarkets—are still not available for families in the northern portion of the District, and new resource development is not anticipated. The majority of families qualifying for Head Start services are

primarily in the northern part of the district, a separation foreseen by the previous superintendent as the building was started in the mid 1990's.

The influx of new families has increased the concentration of Spanish-speaking children, particularly in the Sunridge and Fowler elementary school areas, which have trailer courts, apartment complexes and other low-rent housing. In addition, a small area in the southern portion of the district—Santa Maria—is demographically similar to the areas surrounding the Fowler and Sunridge campuses. The children most likely to attend Head Start will be those who live in the area surrounding Sunridge, and other eligible children whose parents are able to provide transportation.

Fowler District demographics reflect the changes brought about by construction: 35% of the students in the district are Limited English Proficiency. Of the total enrollment of 3,232 students, 74% are Hispanic, 14% are White not Hispanic, 9% are African American, fewer than 1% are Asian and just over 1% are Native American. The mobility rate is currently very high, at 47%. The highest percentage of Hispanic students is at Sunridge and Fowler elementary schools.



Strengths and Needs of Head Start Children and Families

Survey respondents included Head Start families, and other Community Center clientele, including members of the ESL and GED classes, aerobics and recreational classes. Respondents' average monthly salary was \$1,672 per month. A two-parent family was reported by 70% of respondents. Ethnically, 96% of respondents reported Hispanic. Only 56% reported working full-time, and 10% reported part-time work; 16% indicated a need to find -time work.

According to Census data⁵, the U.S. poverty rate in 2002 was 12.1%, up noticeably from 11.7% in 2001. For children, the poverty rate was 16.7%, unchanged from 2001, but significantly higher than for adults 18 to 64 and seniors 65 and over. The number of children in poverty increased to 12.1 million in 2002, from 11.7 million in 2001. In 2002, 7.2 million families were in poverty, up from 6.8 million in 2001.

Kids Count data⁶ provides information by state for. In Arizona, 36% of the population is Hispanic. For children under five, 20% live in poverty; 14% have no parents in the labor force; only 53% have both parents in the labor force. In addition, 31% of 18 to 24 year olds are not high school graduates. Ethnically, 36% of children under 18 are Hispanic. Linguistically, 11% of children 5 to 17 speak a language other than English at home and do not speak English very well.

Not surprisingly, two of the primary concerns of respondents in the Golden Gate service areas indicated a need for ESL resources and job training as two of their top concerns. A total of 77 % of adult respondents were either working, in training or in school. Almost 30 % indicated the

⁵ <http://www.census.gov/prod/2003pubs/p60-222.pdf>.

⁶ Annie E. Casey Foundation, <http://www.aecf.org/kidscount/>.

need for work or training. The strengths of the families in the Golden Gate programs are their tenacity and desire to work and to gain advancement for their children and other family members. Lack of English skills, a high school diploma or GED often stands in the way for families trying to provide for their children. The Community Center has resources to assist families through the ESL, GED computer and citizenship classes. Individuals are also assisted to find other such resources throughout the community such as through the Isaac District programs, *Chicanos por la Causa* and community colleges.

Transportation is available through the City bus system which runs throughout the District. With Fowler District, in a more rural/suburban setting than the largely urban Isaac District, plans could be made to bring resources to the families by working with that District to carve out space and time to help parents in that area. Transportation is often the key obstacle for families in the Fowler District so local site-based resources would be most helpful for families.

Children With Disabilities

According to Kids Count data, Arizona has 40% of its children ages 3 and 4 enrolled in school, and 5.4% percent of children ages 5 to 17 have one or more disability.

Golden Gate Head Start has always worked closely with the two school districts it serves. Traditionally, Golden Gate has always had more than the mandated 10% of certified children. This is due in large part to agreements with both school districts as well as the development screening process itself. Within the Isaac District, the number of certified preschoolers was 87 (as of 11/21/03) with 40 still pending. This number is lower than the usual 140 to 155 average number of certified preschoolers, due in large part to the fact that summer screenings did not take place this year and schedules were off-kilter. The majority of children at Golden Gate who are placed by either District are typically categorized as speech and language developmental delays. Both Districts have classrooms of their own for placement of more challenging children. Both Districts prefer to keep the more challenging children in their own classrooms with access to multiple therapists in one classroom. Fowler District currently has 330 children certified, 80 of whom are in the preschool. Speech and language therapy is available in both English and Spanish; occupational and physical therapy and special education are also available. Specialists are regularly brought in for support. Support staff in the past have been from the Arizona School for the Blind and also for hearing impaired children enrolled in the Head Start Program. Golden Gate has not found it necessary to initiate special recruitment efforts in the area of disabilities.

Racial and Ethnic Composition/Culture and Language

The two districts are different in terms racial and ethnic composition, but the children in the Head Start programs are primarily Hispanic and most speak Spanish. A slight influx of Middle Eastern children has recently come to the program in the Isaac District. If this trend continues, it will definitely affect the program; for example, language has proved to be a challenge already, necessitating recruitment of Arabic speakers for the purpose of testing, conferences, conversations about classroom routines and issues such as food differences and the FPA process. Typically, one Asian child, either Chinese or Vietnamese, has enrolled each year. The language issues have not been as challenging because the parents speak English. Active recruitment of

African American children has been undertaken, with fliers concentrated in certain apartment complexes. As families of non-Hispanic ethnicities and races enter the program, an effort to place multiple children and families in one classroom has been the goal. The objective has been to assist families in networking and provide them with support as well as assist the children with the transition process. This approach is crucial, as the majority of children at Golden Gate speak Spanish. While the goal is to help all children become comfortable speaking some English prior to entering English-only kindergarten, Golden Gate does try to provide language assistance in the primary language of all children as much as possible. The other challenge is to integrate the classroom with cultural items so as to make each child feel welcome in the program.

Unmet Need for Head Start

Kids Count data indicated 40% of children ages 3 and 4 were enrolled in schools as of the year 2000. Barring changes since then, it can be assumed that over 50% of children ages 3 and 4 are not enrolled in school.

Within the Fowler District, 401 children are currently in kindergarten. The Head Start program is serving 60. American child care, Swift Day Care and Sunrise Preschool and other school-based sites also provide child care services.

The waiting list for 3 and 4 year olds is at 20% with full registrations; many more are pre-registrations and parents who were turned away because of lack of transportation services.

Within the Isaac School District, the current kindergarten count is _____. The child care facilities in the area (including Isaac Preschool Campus, Maranatha, American Child Care, Kiddies Kingdom and others are providing services for preschoolers as well. The waiting list at the Isaac District program is sizeable because of the need for transportation and the fact that the preschool campus is able to provide this service. Golden Gate continues to receive calls at a 2 to 1 ratio for services for three-year-olds. The District program serves primarily four-year-olds as does Golden Gate. Classrooms for three-year-olds are being requested at both programs. Transportation is again a critical issue at this program. Families at the outermost boundaries of the Isaac District, both to the west and to the north, are often unable to access the program.

After-school care does not present a large issue at this time. Most of the parents who responded to child care surveys indicated that friends or relatives—rather than day care programs—were caring for their children. Space at the Community Center is not available at this time; more efficient would be to seek child care partners to provide extended day care for families who need it.

The five-days-a-week/co-located program option was selected by parents within the Golden Gate program. Home-based care has been used within Golden Gate for special circumstances quite successfully. The new administration favors looking into applying for a home-based infant and toddler program with a special emphasis on serving families for several years with the menu of services that will be available at Golden Gate.

Special recruitment plans for the Isaac District will include a mass mailing to the zip code area as well as advertising on the Spanish radio and through the Spanish newspapers. Fowler recruitment has been successful through the standard methods utilizing fliers and school newsletters.

Future Focus for 2004-2007

The results of the survey indicated that the goals for the next three years are:

1. To provide opportunities for families to learn English
2. To provide medical and dental resources for Head Start families
3. To provide opportunities for families to learn how to make themselves and their neighborhoods safer
4. To provide opportunities for job readiness training for families

The first three goals continue to be the areas of most concern and have been for the past six years. Job readiness training was a close fourth area of concern and the Parent Policy Committee felt it should be included as well.

Other areas include: need for transportation; inclusion of all cultural groups into the program; need to assist families with the concerns within their own neighborhoods regarding the condition of homes, streets and yards; and need to address mental health issues and parenting issues that can escalate into domestic violence situations. A new agency, with vast experience in behavioral health; will make a difference for the families in this community. Immigration and citizenship also continue to be areas of concern for families.

The Community Needs Assessment Process

The Community Assessment process included several different information sources and methodologies, including:

- Surveys were distributed and results tallied
- Interviews with variety of district personnel by Executive Director and Head Start Director
- Discussion with Parent Policy Committee to the results of the surveys and the objectives
- Survey of senior citizen group
- Interviews with Maryvale Precinct officers, City agencies, and Child Care providers
- Group discussions in forum groups
- Internet information sites (crime grids, health related data, demographic data on various topics)